



MAYEWOOD MIDDLE

4300 E. Brewington Road
Sumter, SC 29153

Grades	6-8 Middle School	
Enrollment	173 Students	
Principal	John Koumas	803-495-8014
Superintendent	Randolph D. Bynum, Sr.	803-469-6900
Board Chair	Mr. Larry Addison	803-499-1181

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Below Average	Below Average
2010	Below Average	Below Average
2009	Below Average	Average
2008	At-Risk	Average
2007	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

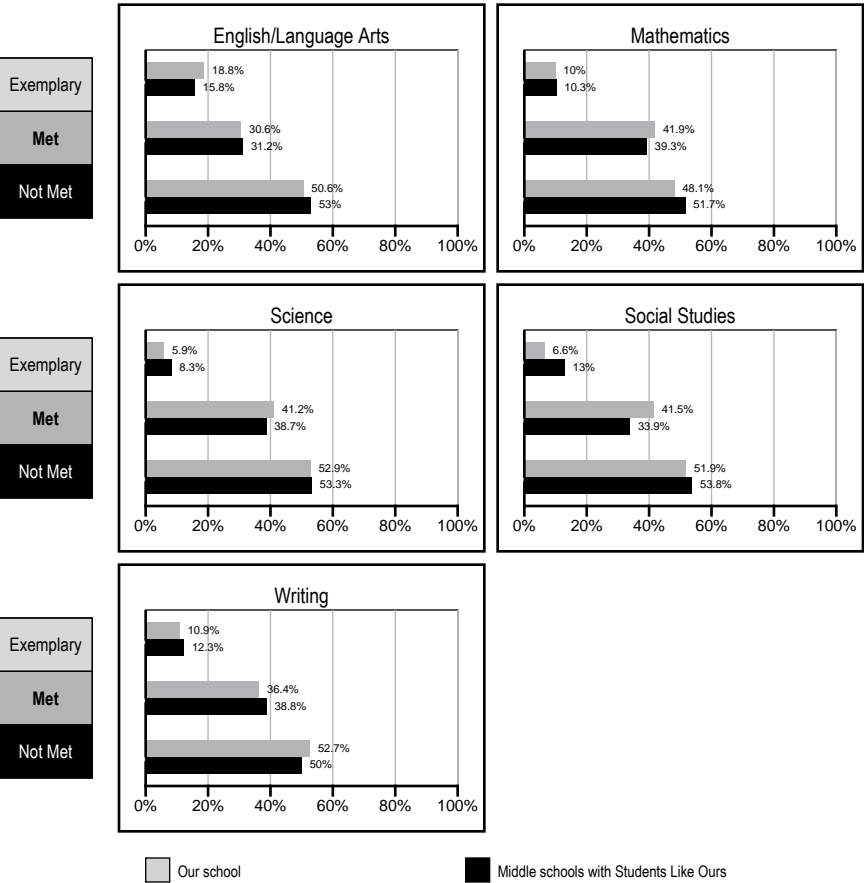
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	7	22	24

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	64.3%	88.3%
English 1	85.7%	86.2%
Biology 1/Applied Biology 2	N/A	22.7%
Physical Science	N/A	16.8%
US History and the Constitution	N/A	N/A
All Subjects	75.0%	87.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=173)				
Students enrolled in high school credit courses (grades 7 & 8)	54.4%	Up from 12.6%	13.6%	24.5%
Retention rate	0.0%	Down from 1.2%	1.0%	0.7%
Attendance rate	96.0%	Down from 97.3%	95.4%	95.9%
Served by gifted and talented program	8.5%	Up from 8.4%	5.4%	17.8%
With disabilities other than speech	11.7%	Down from 13.8%	11.2%	9.2%
Older than usual for grade	1.7%	Down from 1.9%	3.6%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.2%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=14)				
Teachers with advanced degrees	57.1%	Up from 53.3%	59.5%	60.0%
Continuing contract teachers	57.1%	Up from 46.7%	69.0%	82.6%
Teachers returning from previous year	81.7%	Up from 71.7%	76.4%	85.6%
Teacher attendance rate	96.8%	Up from 96.5%	95.4%	95.3%
Average teacher salary*	\$45,115	Down 2.0%	\$44,040	\$46,300
Professional development days/teacher	14.3 days	Up from 12.1 days	10.2 days	9.9 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 14.0 to 1	17.9 to 1	21.5 to 1
Prime instructional time	92.2%	Down from 93.5%	89.2%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.9%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$19,567	Up 7.8%	\$10,504	\$7,634
Percent of expenditures for instruction**	59.6%	Down from 62.3%	59.8%	64.0%
Percent of expenditures for teacher salaries**	55.6%	Up from 55.5%	55.7%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Transitioning to middle school is a time of tremendous change for students as well as parents; therefore, Mayewood Middle School is committed to building a community of caring and knowledgeable students who are academically and socially prepared to excel at the high school level. We encourage our parents to be active participants in our school instructional and extracurricular programs. The teachers focus on teaching and reinforcing a relevant, age-appropriate curriculum which fosters and nurtures the inquisitive nature of students. Technology is used throughout the school as an instructional tool. All classrooms are equipped with Promethean Boards. Each child has a laptop and an iPod, and all teachers are trained. Additionally, students have the opportunity to participate in extracurricular activities and academic organizations such as the National Junior Beta Club, Student Council, and the Media Literacy Team.

Although, we did not make Adequate Yearly Progress, we only missed the goal by one-half percent. All criteria was met for Palmetto Priority Schools. We continue to apply reform initiatives to foster improved academic achievement. We continue to implement MAP (Measure of Academic Progress) testing for all students. This program specifies the academic skills each student has mastered and identifies the skills needed to accelerate the learning.

Data-driven, ongoing, professional development is provided in all areas. Flexible academic scheduling allows teachers to meet in departmental groups as well as collaborative teams in an effort to share and plan for a variety of effective teaching strategies. Likewise, common planning allows grade levels to plan interdisciplinary activities. A variety of research-based strategies are being used to ensure student success.

Dr. Mary Hallums, Principal
Margie Lou Jefferson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	13	65	37
Percent satisfied with learning environment	69.2%	100.0%	88.9%
Percent satisfied with social and physical environment	83.3%	100.0%	89.2%
Percent satisfied with school-home relations	53.8%	100.0%	81.1%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status RP-HOLD

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	14.9%	0.0%	No
Student attendance rate	96.0%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	176	99.4	50	31.3	18.8	57.5	79.4	82.4	No	Yes
Gender										
Male	80	100	63	20.5	16.4	46.6	75.3	78.7	N/A	N/A
Female	96	99	39.1	40.2	20.7	66.7	83.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	85.3	88.9	I/S	I/S
African American	168	99.4	51	31.4	17.6	56.9	74.8	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.1	83	I/S	I/S
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	20.8	42.5	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80.4	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	166	99.4	48.7	31.6	19.7	58.6	76.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	176	99.4	47.5	42.5	10	68.8	80.8	81.9	Yes	Yes
Gender										
Male	80	100	50.7	42.5	6.8	65.8	78	79.9	N/A	N/A
Female	96	99	44.8	42.5	12.6	71.3	83.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	86.3	88.9	I/S	I/S
African American	168	99.4	47.1	43.1	9.8	68.6	76.5	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	97.4	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	81.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	84.4	I/S	I/S
Disability Status										
Disabled	25	100	N/AV	N/AV	N/AV	29.2	43.7	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	166	99.4	46.7	42.8	10.5	70.4	78.2	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	115	99.1	52	42.2	5.9	48	65.3	68.6
Gender								
Male	53	100	55.3	38.3	6.4	44.7	67.3	68.3
Female	62	98.4	49.1	45.5	5.5	50.9	63.1	68.9
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	74.9	80.7
African American	111	99.1	54.1	40.8	5.1	45.9	58.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	68.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	70.8
Disability Status								
Disabled	17	100	N/AV	N/AV	N/AV	18.8	31.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	50	60.7
Socio-Economic Status								
Subsidized meals	109	99.1	50	43.9	6.1	50	60.4	57.3

Social Studies

All Students	115	99.1	51.4	41.9	6.7	48.6	68.4	72.5
Gender								
Male	53	100	55.3	36.2	8.5	44.7	68.3	72
Female	62	98.4	48.3	46.6	5.2	51.7	68.6	73.1
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	74.4	81
African American	110	99.1	51.5	42.6	5.9	48.5	64	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.2	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.4	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81	73.5
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	18.8	36.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	46.7	69.7
Socio-Economic Status								
Subsidized meals	107	99.1	50	42.9	7.1	50	64.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	60	96.7	52.7	36.4	10.9	47.3	67.2	73.2	96	96.1
Gender										
Male	26	100	57.7	34.6	7.7	42.3	63	67.2	95.6	96
Female	34	94.1	48.3	37.9	13.8	51.7	71.7	79.4	96.4	96.3
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	71.8	81.5	88.2	95.5
African American	57	96.5	51.9	38.5	9.6	48.1	62.7	61.3	96.5	96.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	87	N/A	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.3	66.7	90.1	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60	72.2	N/A	94.5
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	17.1	26	94.5	95.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	65.7	89.1	97.1
Socio-Economic Status										
Subsidized meals	55	96.4	54	34	12	46	62.9	63.2	95.9	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	53	100	43.5	43.5	13	56.5
	7	57	100	39.2	43.1	17.6	60.8
	8	58	100	50	37.5	12.5	50
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	61	100	46.6	29.3	24.1	53.4
	7	54	98.2	55.3	29.8	14.9	44.7
	8	61	100	49.1	34.5	16.4	50.9

Mathematics

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	53	100	60.9	32.6	6.5	39.1
	7	57	100	45.1	45.1	9.8	54.9
	8	58	100	57.1	33.9	8.9	42.9
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	61	100	39.7	43.1	17.2	60.3
	7	54	98.2	59.6	31.9	8.5	40.4
	8	61	100	45.5	50.9	3.6	54.5

Science

2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	27	100	N/A	N/A	N/A	25
	7	57	100	29.4	54.9	15.7	70.6
	8	29	100	41.4	48.3	10.3	58.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	30	100	N/AV	N/AV	N/AV	46.4
	7	54	98.2	48.9	44.7	6.4	51.1
	8	31	100	55.6	33.3	11.1	44.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	26	100	22.7	68.2	9.1	77.3
	7	57	100	60.8	23.5	15.7	39.2
	8	29	100	33.3	48.1	18.5	66.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	31	100	36.7	53.3	10	63.3
	7	54	98.2	63.8	27.7	8.5	36.2
	8	30	100	N/AV	N/AV	N/AV	53.6
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	51	98	50	39.1	10.9	50
	7	56	98.2	35.3	49	15.7	64.7
	8	57	100	44.6	42.9	12.5	55.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	60	96.7	52.7	36.4	10.9	47.3

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